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AUTHOR Cellucci, Philomena M. C.; Price, Teresa P.
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ABSTRACT

A project was implemented at Florence-Darlington Technical College (FDTC) in Florence, South Carolina to develop a retention plan for high-risk and probationary students. The project involved the following components: a literature review on retention strategies, visits to state-of-the-art model two-year college retention programs, studies of FDTC's present and needed resources, and the development of a model for creating an individually guided studies program for high-risk and probationary students. The resulting model focused on the following components: (1) admissions criteria; (2) academic standards; (3) advising; (4) freshman orientation; (5) counseling; (6) the individually guided studies program (IMPACT--standing for Individualizing, Mentoring, Prescribing, Assessing, Counseling, and Tutoring); (7) student assistance in curricula; (8) peer tutoring; and (9) auxiliary services. The project report includes a justification for the recommended reforms in each of these areas based on the literature review and model programs, and statements of goals, objectives, strategies, costs, and benefits. Five IMPACT course outlines are appended, and an Educational Planning Form and 50 references are included. (LAL)

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A MAP FOR SUCCESS:

IMPACT

A HIGH - RISK STUDENT RETENTION PLAN

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A MAP For Success:

I M P A C T

A High-Risk Student Retention Plan

Philomena M. C. Cellucci

Teresa P. Price

Reviewed by:

Darrel W. Staat	V. P. of Educational Affairs
David V. Barr	Dean of Students
Penny Bladon	Dean of Business/General Studies
Billie Boette	Dean of Health Studies
Larry E. Grulick	Dean of Educational Support Services
Carol McVey	Dean of Technological Studies

and by the

Florence-Darlington Technical College Coordinators

Florence-Darlington Technical College
Post Office Drawer F-8000
Florence, South Carolina 29501

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INTRODUCTION

In the past decade, an increasing amount of research has been directed toward an understanding of the problems facing high-risk students in post-secondary schools with open admission policies. Early literature (70's) identifies characteristics of this group and points out reasons for the high attrition rate of these students.

In the literature published since 1980, however, the emphasis has shifted from identification of high-risk/probationary students and their unique needs toward examination of creative ways to meet those needs.

With the implementation of innovative new programs developed to meet special needs of these students, progressive institutions are achieving significant decreases in attrition of high-risk students. With this decrease in attrition, the detrimental effect on the health of the institutions is being curbed.

Florence-Darlington Technical College has demonstrated its concern for high-risk students and their contributions to the health of our institution by seeking Title III funding to develop a retention plan for these students.

The Title III Retention Project objectives and outcomes are listed below:

	Specific Objectives	Outcomes
1.	To perform a literature review on retention strategies/programs for high-risk and probationary students in two-year college settings.	An extensive search of the research literature was performed including texts, journal articles, and ERIC documents.
2.	To research the state-of-the-art model retention programs in two-year colleges.	Several model programs were identified from the literature and from communications with consultants. Jefferson Community College, Miami Dade, Guilford Technical Community College, Beaufort Technical College, and

		College were visited. Extensive dialogue was conducted with both Piedmont Technical College and the University of Scranton. Also, direct contact was made with over 60 other schools, agencies, and programs.
3.	To perform a study of Florence-Darlington Technical College's present resources for dealing with high-risk and probationary students.	Data were collected and analyzed from available documents and research reports from Florence-Darlington Technical College. Further information was received from specific faculty, coordinators, and deans on campus.
4.	To perform a needs assessment of Florence-Darlington Technical College's retention status for high-risk and probationary students.	Interviews were conducted with scores of students and 35 individual faculty, coordinators, and deans on campus as well as with the faculty senate. Also, data from the fall coordinators meeting were incorporated.
5.	To write a suggested model for developing an individually-guided studies program for Florence-Darlington Technical College. This program will identify and address the individual needs of high-risk and probationary students.	All the aforementioned data, research, information, etc., were digested and incorporated into a retention plan for high-risk students at Florence-Darlington Technical College. The proposed plan contains nine specific components and is designed to meet the varied and complex needs of high-risk students.

The resulting nine-component plan, then, is an extensive one based on what our students, faculty, coordinators, and deans requested in interviews. The same components mentioned repeatedly during the in-house interviews are key elements of the nation's most successful programs.

With national affirmation of the success of programs which have used our own in-house suggestions, we can expect results to be instantaneous and rewarding if there is a total institutional commitment and a college-wide effort to meet high-risk students' needs.

Meeting these special needs, according to the current experts in the field of higher education, will be the central role of community and technical colleges for at least the next decade. Innovative instructional programming and expanded support and student services will be necessary to serve the high-risk student population that is reaching epidemic proportions.

As the High-Risk Student Retention Plan moves into an implementation phase, acknowledgements should be given to those who had key roles in its development.

Deans David V. Barr and Larry E. Grulick, administrators of the project, offered support and suggestions to the developers. They brought a steadying influence to the project, and their guidance through the bureaucratic maze is especially appreciated.

Special Services Project Director Maggie Glover shared high-risk student data, handouts from state and national conferences, and general background information that proved invaluable to the project.

Special thanks go to Ms. Billie Glover for developing the Personal Growth and Career Development course including its philosophy and content. Also, Mrs. Anne Zeigler for her work organizing the Computational Skills course and creating the related applied problems.

The word processing staff and library staff responded quickly and accurately to the requests of the developers, and Mary Ann Sunderland provided clerical help as it was needed in the early stages.

Patti M. Long transformed rough sketches of flow charts into attractive visual aids to enhance group presentation of the plan.

The intricacies of the financial aspects of the project were handled by the Business Office and Development Office, for which the developers are most appreciative.

Obviously, a sense of cooperation has facilitated the development of the High-Risk Student Retention Plan. With continued dialogue and cooperation among divisions and departments, we can meet the needs of high-risk students at Florence-Darlington Technical College.

Philomena M. C. Cellucci

Teresa P. Price

ADMISSIONS CRITERIA

Justification for Reform from both the Research Literature and Model Programs for High-Risk Students:

The "right to fail" philosophy of the seventies has been replaced by mandatory admissions testing and placement of students in courses and programs where they have a reasonable expectation of succeeding. This shift has been a result of the following developments:

1. Reduction in F.T.E. (1/2 million fewer eighteen year-olds in 1984 than 1977).

2. State legislators asking for accountability.

3. Faculty making justified overt demands due to their increased accountability when retention programs are implemented.

To help ensure our students' right to succeed from the outset of their experiences at TEC, we have made recommendations based on the following:

1. Requests of faculty in interviews.

2. Model program at Triton College in River Grove, Illinois, in which assessment and placement were part of the preregistration process for high-risk students.

3. Conflict at Miami-Dade over whether to use a standardized test which was nationally normed or to develop a test at the college. After much deliberation about cost, reliability, validity, and norming concerns, it was decided to use an established, nationally-normed test for which local norms would be developed.

4. Positive impact of requiring all full-time students (including undeclared majors) and even part-time students enrolling in math and/or English to take placement tests (Miami-Dade).

5. Beaufort TEC's reduction of attrition from application to registration by 40%. In the last eight quarters using ASSET, their attrition rate from application to registration has fluctuated from 3% to 5%.

6. Positive reports from Belleville Area College in Illinois of incorporating research support system for accountability, placement, and retention information.

7. Extensive testing program may be seen as "another hurdle in a bureaucratic educational process" (Dean of Student Services, Miami-Dade). The literature recommends short testing sessions of no more than two hours.

Admissions Criteria

Goals

** To maintain academic integrity.

** To foster a student's sense of individual worth and self-esteem from the outset.

** To reduce attrition from application to registration.

** To increase student success in the various TEC curricula.

Objective	Strategy
A. To implement a standardized admissions test.	A-1 F/D TEC will assess all incoming students, except transient students, senior citizens, and undeclared majors (15 hours or less) with a standard admissions battery. The F/D TEC Admissions Testing Committee will continue to investigate and/or develop an appropriate test battery for this campus. A recommendation will be made in the near future.
B. To follow-up recruitment efforts by focusing on appropriate placement.	B-1 Departmental coordinators and faculty will evaluate entry admissions criteria.
	B-2 Admission criteria will be raised to a level in which scores are correlated more positively with success in the curriculum. Revisions will be made when necessary.
	B-3 Curricula will incorporate an initial interview with potential majors as part of admissions process when appropriate.
	B-4 Students not achieving minimal total entrance scores will be referred to the appropriate program.

B-5 Placement advising and/or counseling will take place and will be incorporated into the orientation process.

C. To identify and address individual concerns and plans students have at entry to TEC.

C-1 Students will complete a F/D TEC College Planning Form.

C-2 The information from the planning forms will be compiled into a computer data-base.

C-3 Individual concerns and/or interests listed by students will be pulled from the data-base and addressed.

Cost:

No additional cost.

Benefit:

Decrease in attrition.

"Sample" An adaption of this form will be developed, "F/D TEC College Planning Form." 4

ASSET Educational Planning Form

Keep the gold copy of this form with you during your attendance at the institution.

Today's date _____

BACKGROUND AND PLANS SUMMARY

(Please print)

NAME OF CAMPUS _____

NAME _____ (Last / First / MI (maiden))

Address _____

City _____ State _____ Zip Code _____

Student number/Social Security number _____ Area code/Telephone number _____

2. DATE OF BIRTH Month ____ Day ____ Year ____

3. SEX ☐ Female ☐ Male 4. VETERAN ☐ Yes ☐ No

5. ETHNIC BACKGROUND (Optional)
- ☐ 1 Black/Afro American
- ☐ 2 Chicano/Hispanic/Mexican-American
- ☐ 3 White/Caucasian
- ☐ 4 Asian/Pacific Islander
- ☐ 5 American Indian/Alaskan Native
- ☐ 6 Filipino
- ☐ 7 Other
- ☐ 8 Prefer not to respond

6. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE? ☐ Yes ☐ No

7. TYPE OF HIGH SCHOOL CERTIFICATE
- ☐ 1 H.S. Diploma Month ____ Year ____
- ☐ 2 GED ☐ 4 Cert. of Completion ☐ 6 Not a H.S. Graduate
- ☐ 3 Proficiency Exam ☐ 5 Foreign Secondary ☐ 7 Still in High School

Name of high school _____ City _____ State _____ Last date attended _____

8. NUMBER OF PREVIOUS COLLEGE UNITS EARNED
____ None ____ Quarter units ____ Semester units

9. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED
- ☐ 1 No degree at this time
- ☐ 2 Certificate
- ☐ 3 Associate Degree
- ☐ 4 Bachelor's Degree
- ☐ 5 Master's Degree or beyond
- ☐ 6 Other _____

Last college attended _____ Last date attended _____

10. COURSES COMPLETED AND GRADES EARNED

	High School		After High School	
	Number of years studied	Last letter grade received	Number of years studied	Last letter grade received
English				
Business Math				
Algebra				
Calculus				
Science				
Foreign Language				
Business/Vocational				

11. ENROLLMENT PLANS
- ☐ 1 Winter 19____
- ☐ 2 Spring 19____
- ☐ 3 Summer 19____
- ☐ 4 Fall 19____

☐ 1 Full-time (12 units or more) ☐ 2 Part-time

☐ 1 Day ☐ 2 Evening ☐ 3 Day and Evening

12. CAREER GOAL _____ (Type of work or name of occupation) _____ (Interest Region from ACT, CPP, VIESA)

13. HOW SURE ARE YOU OF YOUR CHOICE IN NUMBER 12? ☐ Very sure ☐ Fairly sure ☐ Not sure

14. EDUCATIONAL PROGRAM OR MAJOR (see list provided)
Choice #1 _____ Code _____
Choice #2 _____ Code _____

15. HOW SURE ARE YOU OF YOUR CHOICES IN NUMBER 14? ☐ Very sure ☐ Fairly sure ☐ Not sure

16. EMPLOYMENT HOURS PLANNED WHILE ENROLLED
- ☐ 1 None
- ☐ 2 1-10 hours/week
- ☐ 3 11-15 hours/week
- ☐ 4 16-20 hours/week
- ☐ 5 21-30 hours/week
- ☐ 6 31 or more

17. AMOUNT OF EDUCATION PLANNED
- ☐ 1 Four-year college degree
- ☐ 2 Two-year college degree
- ☐ 3 One- to two-year certificate program
- ☐ 4 Classes only; no certificate or degree
- ☐ 5 Graduate or professional study beyond four-year degree

18. CONSIDERING OR PLANNING TO TRANSFER TO ANOTHER SCHOOL LATER?
- ☐ 1 A two-year college
- ☐ 2 A four-year college or university
- ☐ 3 Other type of institution
- ☐ 4 Not planning to transfer
- ☐ 5 Undecided about transfer

Name of institution being considered _____

19. WOULD LIKE HELP WITH

Yes	Maybe	No	
☐	☐	☐	1 Financing education
☐	☐	☐	2 Finding employment
☐	☐	☐	3 Day care information
☐	☐	☐	4 Physical disability
☐	☐	☐	5 Health problem
☐	☐	☐	6 Commuter information
☐	☐	☐	7 Choosing major/career
☐	☐	☐	8 Reading skills
☐	☐	☐	9 Study skills
☐	☐	☐	10 Writing skills
☐	☐	☐	11 Math skills
☐	☐	☐	12 Work experience credit
☐	☐	☐	13 Other _____ (please describe)

20. MOST IMPORTANT REASON FOR ATTENDING THIS SEMESTER? (Check one only.)
- ☐ 1 Learn skills to get new job
- ☐ 2 Learn skills to advance in job
- ☐ 3 Transfer to four-year college
- ☐ 4 Satisfy general education requirements
- ☐ 5 Improve basic skills in English, reading or math
- ☐ 6 Take courses for personal interest
- ☐ 7 Other

21. PLAN TO EARN CERTIFICATE OR TWO-YEAR DEGREE? (Check one only.)
- ☐ 1 Yes, AA or AS degree
- ☐ 2 Yes, occupational certificate
- ☐ 3 No

SKILLS ASSESSMENT SUMMARY

		Number Correct
AREA SKILLS	1 Language Usage	
	2 Reading	
	3 Numerical	
ADV/CED SKILLS	4 Elementary Algebra	
	5 Intermediate Algebra	
	6 College Algebra	
	7 Advanced Language Usage	
ADDITIONAL SKILLS	8 Clerical Speed/Accuracy	
	9 Mechanical Reasoning	
	10 Space Relations	

COURSE RECOMMENDATIONS

Area	Institution Recommendations: Dept./Number	Institution Recommendations: Course Name	Student's Plan: Dept./Number	Student's Plan: Course Name
English/Writing/Communications				
Reading				
Mathematics				
Additional Courses				

Student Signature _____ Counselor-Advisor Name and Code _____ Telephone Number _____ Date _____

☐ Yes ☐ No I hereby authorize release of this information to other postsecondary institutions, so they may contact me about their educational programs and related opportunities.

WHITE—Institution CANARY—Institution PINK—Counselor-Advisor GOLD—Student

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Preferences for Student Activities will be included.

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ACADEMIC STANDARDS

Justification for Reform:

High-risk students want advisors "to make explicitly clear what is expected of them and what the consequences are for failure to follow certain institutional and faculty directions" (Moore, 1976, p. 37).

To help ensure our students' academic success at TEC, we have proposed certain reforms based on the following studies or programs:

1. National Study of College and University Responses to Low-Achieving Students (Roueche and others, 1982). All senior institutions listed by the American Council of Education and all community, junior, and technical colleges in the 1981 AACJC Directory were included in the study.

   *One common element to all successful programs for low-achieving students is a strict attendance policy.

2. Substudy (Burnham, 1983) of Texas programs in preceding national study.

   *Strict attendance requirements were rigorously enforced.

3. Miami-Dade's Standards of Academic Progress (SOAP), a program consisting of a successively severe set of actions that are taken by the college to press the student into assuming responsibility. A recently completed study shows that the suspension rate has declined for the last four years, and there is evidence that the decline is due to improved performance through intervention methods.

4. Miami-Dade's Academic Alert System (attendance and academic performance monitored by computer). Approximately 93% of students and 88% of faculty recommend continuation.

5. Study for National Institute of Staff and Organizational Development (Roueche & Nespor, 1983).

   *To reduce attrition in the long run, we must generate more rigorous academic standards.

6. Correlation of excellence and success of programs with high expectations and rigorous standards in those programs.

7. Linkage of both financial aid and course load to level of student success.

Academic Standards

Goals

** To increase the number of students who are academically successful.

** To develop a set of intervention strategies for probationary students.

** To maintain collegiate standards.

Objectives	Strategies
A. To generate and enforce more rigorous and uniform academic standards which are articulated clearly to students.	A-1. Specific prerequisite courses for admissions and prerequisites for subsequent courses will be listed consistently in the catalogue. Where additional prerequisites are needed, they will be established and maintained.
	A-2 A student will be allowed to repeat a course only one time in a year if receiving an initial grade below a "C". Curricula should identify courses that need to be passed with a grade of "C" or better.
	A-3 A student will be placed on academic probation when he/she fails to achieve a 2.0 in any quarter or if his/her cumulative GPR is below 2.0.
	A-4 If a student is on probation for two consecutive quarters, he/she will be dropped from the current curriculum and must report to the divisional counselor.
	A-5 Students will be allowed to miss a maximum of 10% of their assigned class hours.

A-6 Majors need to be declared by the completion of 15-quarter hours.

A-7 All course expectations will be given to students in writing during the first class session.

B. To develop and implement an early alert system which will include on-going student monitoring.

B-1 Instructors will hold mid-term conferences with all students in order to provide each with specific feedback and assistance.

B-2 On-going progress of high-risk/probationary students will be monitored on a regular basis via the structure in a "MAP (Monitoring/Advising Program) for Success."

Cost:

No additional costs.

Benefit:

Increase in retention.

ADVISING

Justification for Reform:

"Academic advising is one of the most important roles that faculty perform, and interaction between faculty and students is one of the most important factors in overcoming attrition . . . . An effective academic advisement program will be the prime factor in increasing student retention during the 1980s and 1990s" (Glennen, 1983, p. 61).

To implement an intrusive advisement system on our campus, we recommend that TEC include components from the following model programs:

1. Western New Mexico University - Intrusive advising with support components including career and personal counseling, group counseling, diagnostic services, developmental studies, tutorial program, special orientation of new freshmen, continuous monitoring, an advising handbook, and rewards for faculty advisors.

   *Freshman attrition rate fell from 66% to 48% after implementing the intrusive advisement system in the fall of 1982.

   *Record enrollment increased 18.4% in 1982.

   *Freshmen enrolling after implementation of advisement system had significantly higher completion rates of semester hours than freshmen in previous classes.

   *Freshmen in special advising classes had higher mean G.P.A. than in previous years.

   *Advising interviews increased by approximately 33%.

   *Counseling contacts for all categories increased 96.9% from 1979-80 to 1981-82.

   *Percent of freshmen completing the semester with honors increased significantly.

2. Jefferson Community College - Academic advising, intervention, and monitoring system characterized by volunteer advisors, advising handbook, evaluation, in-service training for advisors, special day for freshmen advising, and monitoring of students at specified intervals throughout the term.

   *Data supplied by Registrar's Office on G.P.A. and retention rate of students in Jefferson's advisement program showed that advisees did not have significantly higher G.P.A.'s but did return at a much higher rate than students not participating (58% as compared with 32%).

3. University of Nevada, Las Vegas - Intrusive advising/intrusive counseling at central location with team approach.

   *Reduction in freshman attrition from 45% to 5% over an eight year period.

   *Reduction in number of students on academic probation and number of involuntary withdrawals.

   *Increase in number of students making dean's list and B honor roll.

   *Significant increase in overall F.T.E.

4. Miami-Dade - Advisement and Graduation Information System which gives immediate degree audit and feedback to students.

5. Alvin Community College - Special advisement program for high-risk students manned by volunteer faculty, department chairpersons, and professional counseling staff. Components include special information and in-service training for advisors, and advising as part of orientation.

6. Beaufort TEC - Utilization of ASSET Advising, Placement and Retention Service. Components include advising recommendation sheet for advisors, campus resource sheet for students, and an educational planning form for data collection. Advisement begins at orientation.

7. Hocking Technical College - Special advisement plan for high-risk students including personal interviews and an academic advisement team comprised of volunteer faculty, counselors, and developmental studies personnel.

Without exception, all institutions initiating campus reforms to serve high-risk students have done so by basing their model programs on an intrusive advisement system. Also, all had visible institutional commitment to the importance of advising, a factor which consultants agree on as a prerequisite for a successful advisement system.

Advising

Goals

** To increase retention by upgrading academic advising for students.

** To provide students with holistic and continual advising.

** To promote interactions between high-risk students and their advisors through which personal caring about academic success reflects TEC's commitment to students.

** To formalize course planning and goal setting for students.

Objectives	Strategies
A. To initiate a "MAP for Success" system. (Monitoring and Advising Program)	A-1 Faculty volunteers will be utilized in MAP. At least one MAP advisor will be identified for each curriculum. The student/advisor ratio in MAP will be 15 to 1. Other faculty members will continue to be curricula advisors.
	A-2 All advisors will receive training. MAP advisors will receive additional training and a special MAP handbook which will assist in providing holistic advising to specific students.
	A-3 All probationary, handicapped, precurricular students (with the exception of undeclared majors), and any other student with high stressors requesting services will be assigned a MAP advisor. All other upperclassmen will continue to be assigned to advisors in curricula.
	A-4 Students will remain in the MAP system as long as appropriate. They then will be systemically transferred to advisors in curricula.

	A-5 Academic progress and attendance of MAP advisee will be periodically monitored by the MAP advisors, e.g., third week, midterm, and ninth week.
	A-6 The advising system will be analyzed by students and advisors both concurrently and annually.
B. To reinforce TEC's commitment to advising.	B-1. A description of the advising process will be included in the student catalogue. The present catalogue section will be expanded to include a description of the MAP system.
C. To aid faculty advisor in delivering services to students with specific needs.	C-1 All advisors will receive duplicates of admissions information and other entries in a student's permanent file, i.e., high school transcripts, college transcripts, readmit forms, etc.
	C-2 Advisors in curricula will be urged to follow the advising process outlined in the faculty handbook.
	C-3 Advisors in curricula will contact advisees monthly though this may be done on an informal basis.
	C-4 All advisors will receive an updated list of resources on/off campus. A referral system for these services will be formalized.
Costs:	Benefits:
Cost of paying part-time instructors for advising when needed.	Demonstrated decrease in attrition.

FRESHMEN ORIENTATION

Justification for Reform:

According to most sources, the single most important factor for the persistence and eventual success of high-risk students is adequate adjustment to the college environment and the demands it makes upon them.

The single most important move an institution can make, then, in order to increase high-risk student persistence, is to ensure that students receive the guidance that they need upon entering college. High-risk students need information about expectations in the college experience.

To aid high-risk students in their adjustment to the college environment, we recommend expanding the orientation process to include the following components:

1. Mandatory orientation for all in-coming students (or for all students in certain categories).

   *At Mercy College in Michigan, students with less than a C average in high school were required to attend an orientation and self-management course. Attrition of this group dropped from 95% to 50%.

   *At Phillips County Community College in Arkansas and Bronx Community College in New York, high-risk students were required to attend an orientation class of several weeks duration with increased retention rates and improved academic performance as results.

   *At the University of South Carolina, a three-credit hour course is offered to accomplish orientation objectives with the following results: The course is positively correlated with significantly higher retention of freshmen, even when freshmen taking the course are less academically qualified than those students not taking the course.

2. Orientation as an on-going process.

   *Dr. Hunter Boylan of the Kellogg Institute at Appalachian State University suggests presenting academic information as part of course content.

   *Hart and Keller via S. Roueche in report for National Institute of Education (1981) suggest small group seminars on issues relevant to new students, e.g., academic expectations and pitfalls.

   *O'Banion (1972) suggests that orientation should be a continuous process from college interaction with students in high schools until the students exit from the college.

3. Large and small group meetings with school personnel including faculty and peer advisors and individual meetings with advisors prior to the beginning of students' entry.

*Kellogg Institute

*Life Skills Center, Caldwell Community College and Technical Institute, N. C.

*AIMS Program at Jefferson Community College resulted in increased high-risk student retention by approximately 26%.

4. Both faculty and staff on committee to expand orientation.

*All aforementioned orientation programs included both staff and faculty in planning and execution of orientation.

Freshmen Orientation

A task force will be set up to develop an effective and systematic orientation process which is feasible for the Florence-Darlington campus. It was determined that this task force would write its own goals, objectives, and strategies after reviewing TEC data and relevant research. This work must be completed by the end of Spring, 1987. It is hoped that the recommendations of this task force could be implemented by Fall, 1987.

COUNSELING

Justification for Reform:

"High-risk students must be identified and their needs assessed so that counseling can be used to enhance achievement" (Whyte, 1978, p. 198).

"Many adult learners do not know what they need to learn in order to succeed" (Burnham, 1983, p. 33).

To develop and/or expand a strong intrusive counseling approach, we recommend that the following innovations be considered (or enhanced if already in place):

1. High risk student counselor.

   *Fresno City College uses a counselor specialist not only to meet the affective needs of the high-risk students, but also to develop and implement appropriate staff development and in-service training activity for all who are interested in working with high-risk students.

   *Lurleen B. Wallace Jr. College in Alabama used a small group approach as counselors taught high-risk students in small groups to be more self-directing, self-motivated, and self-confident.

   *Obler (1983), Cross (1976), and Moore (1976) suggest that high-risk counselors should be shapers of the affective curriculum, proactive in their methods, and more directive instead of therapeutic.

   *The most successful high-risk programs have counselors working closely with instructional faculty and peer tutors (Obler, 1983).

2. Early alert system - Constant monitoring and intervention techniques with mentoring program.

   *Miami-Dade

   *Jefferson Community College

   *Bridgewater State College (ACT)

   *Individual Needs (I.N.) Program at the Loop College in Chicago

   *Northern Va. Community College "Project Intertwine"

3. Peer Counseling

   *Bridgewater State College - modeling of survival skills and successful behavior while facilitating adaptation to college life.

Counseling

Goals

** To continue to expand counseling services.

** To offer a broad variety of services directed toward meeting the variety of individual needs of high-risk students.

** To generate a unified campus climate directed toward assisting the high-risk student.

** To ensure that each student is thoroughly aware of counseling services.

** To integrate counseling services into a student's on-campus experience.

** To eliminate stigma attached to being counseled.

** To serve as a clearinghouse of information.

Objectives	Strategies
A. To engage in aggressive/ proactive counseling.	A-1 Each counselor will make periodic contact with each high-risk student in his/her division.
	A-2 Counselors will expand workshop presentations. Topics could include study skills, decision-making, test-taking strategies, stress reduction, and assertiveness training. These could be directed towards the specific needs of students identified by the College Planning Form data-base.
	A-3 The counseling center will provide appropriate feedback and/or assistance to students by employing the educational planning form data-base. Letters can be directed to individual students with specific needs. Also, the needs of students not registering could be addressed, such as financial assistance, etc.
	A-4 The counseling center will hold an open house during the beginning weeks of each quarter to reinforce the availability and nature of services offered.

	A-5 The counseling center will continue to publicize activities/services aggressively. Use of gimmicks could be employed, e.g., free coupon for admission to workshop, etc.
	A-6 Student Services will continue to disseminate pertinent information to students, e.g., F/D TEC deadlines, dates to remember, help-lines, housing, baby sitters, transporation, etc. via calendars, bulletin boards, etc.
B. To foster a climate of mutual trust and respect between faculty/staff and high-risk students.	B-1 Counselors and MAP advisors will work together to deliver consistent services to high-risk students. Regular meetings will be scheduled.
	B-2 Faculty will refer high-risk students to counselors as needed. Counselors will be available to follow through and give appropriate feedback to the faculty.
	B-3 Counselors will continue to serve as an advocate for high-risk students and be a curricula/faculty liaison for such students when needed.
C. To continue offering vocational guidance to high-risk students.	C-1 The counseling center will continue to offer career guidance for students. High-risk students will receive help with identifying job-related skills and employer expectations, realistic goal-setting, time management, etc.
D. To expand the peer counseling program to include supportive services for high-risk students.	D-1 Support groups will be developed for targeted high-risk groups, e.g., women. Speakers, role-modeling, and additional peer support will be provided.

Cost:	Benefit:
No additional cost.	Increased retention; FTEs

INDIVIDUALLY-GUIDED STUDIES PROGRAM: IMPACT

Justification:

"It looks as if educators did everything possible to make sure that student success would be an impossibility in (high-risk) programs" (Roueche and Snow, 1977, p. 9).

To ensure high-risk students a good chance for success at TEC, we recommend an individually-guided studies program which includes the following components:

1. Competency-based instruction and mastery learning which allow student to form sense of achievement as he/she progresses through the program.

   *Westmoreland County Community College in Pennsylvania.

   *Piedmont Technical College.

   *Sumter Technical College.

2. Adult basic education - Largest growing sector in education for at least the next decade.

3. Various methods and modes of instruction to accommodate all learning styles.

4. Individualizing, mentoring, prescribing, assessing, counseling, and tutoring are included almost invariably as components of successful developmental or high-risk student programs. These components will enable us to promote holistic teaching and counseling.

5. Lab as supplemental instructional unit in program.

   *GTCC uses lab as supplement to large and small group instruction/ self-paced classroom.

   *All literature cautions against lab as the instructional vehicle for the high-risk student.

6. Coordination among curricula faculty, individually-guided studies faculty, and high-risk counselor.

   *Life Skills Center, Caldwell Community College, N. C.

   *Dr. James Dinnan, Professor of Adult Education/Reading, University of Georgia.

   *Dr. John Williams, Professor of Reading, University of Scranton, Pa.

   *Allegheny County Community College - integrated skills approach.

7. Two levels in the guided studies program with emphasis in Level II on developing college level writing and resource/reference skills.

Table 1: IMPACT Components

*I*NDIVIDUALIZING

*M*ENTORING

*P*RESCRIBING

*A*SSESSING

COUNSELING

*T*UTORING

Individually-Guided Studies Program

Goals

** To ensure all students an equal opportunity for success in curricula.

** To develop basic proficiency and competency in students.

** To motivate and to guide students enrolled in developmental/remedial/preparatory programs.

** To develop more coordination and consistency between curricula and developmental/remedial/preparatory programs.

** To incorporate relevant vocational/career components into a developmental/remedial/preparatory program of study.

** To initiate the idea of life-long learning in students prior to their acceptance into curricula.

Objectives	Strategies
A. To ensure students are placed into an appropriate academic plan of study.	A-1 F/D TEC will implement a competency-based instructional program designed to meet the academic needs of students not ready for advanced curricular study. This IMPACT program will include the following strategies: individualized instruction, mentoring, prescribing, assessing, counseling, and tutoring.
	A-2 Students will be placed into the appropriate level of study based on assessment results. Students scoring below levels necessary to be accepted into curricula will be placed in the appropriate program (DVS or IMPACT) based on initial test scores. Students requiring prerequisite courses will be advised by the IMPACT staff. Students scoring above cut-off levels and who have the appropriate prerequisites will be exempt from the IMPACT program and placed directly into curricula. Any student, however, will be allowed to participate in IMPACT based on individual needs.

A-3 The DVS program will emphasize reading, reasoning, written and oral expression, and arithmetic skills.

A-4 Individual prescriptions will be generated from initial testing for DVS students.

A-5 DVS human potential classes will emphasize adjustment to college, vocational/career awareness, value clarifications, and attitudes.

A-6 An effort will be made to integrate the content of DVS courses to reflect students' chosen fields of study.

A-7 The IMPACT program will consist of two hours per day of academic instruction in communication, one hour of computational skills, one hour of personal growth and development, and additional instructional time in a supplemental lab. (See course descriptions, Appendices A-E).

A-8 The IMPACT program will emphasize the following instructional components:

* Competency-based instruction.

* Mastery learning.

* Low student/teacher ratio: approximately 15 students per class with one teacher.

* Holistic teaching utilizing sound diagnostic-prescriptive methods.

* Teacher-directed instruction including individualized as well as group teaching (both large and small).

* Instruction centered on process, concepts, and application.

* Lab time for supplemental studying/testing for both IMPACT and students in the curricula.

* Content for IMPACT courses directly related to fields of study in the curricula.

* Programs of study developed and/or modified jointly with IMPACT and faculty in the curricula.

* Instruction employing each student's individual goals and areas of career interest.

* Academic counselor/advisor as integral part of instructional process.

* Grading on a satisfactory/ unsatisfactory proficiency basis.

* Instructors who are motivated to work with underprepared students who are trained and experienced with diagnostic-prescriptive adult methods.

* Evaluation by computing students' mastery of competencies, pre/posttest changes, and by following up students' successes in curricula.

B. To ensure student success as he/she progresses within the academic plan of study.

B-1 Students will be exited from DVS into IMPACT based on posttest scores with demonstrated mastery in specific skills.

B-2 Students will exit IMPACT when entrance requirements including prerequisite courses for curricula are met. Criteria for entrance into curricula will be established by IMPACT personnel and faculty in curricula and will include test scores and/or mastery of specific competencies required within each curriculum including proficiency in resource/reference writing. When feasible, a joint round table, professional approach will be utilized.

B-3 Students will remain in the IMPACT level until all prerequisite courses are satisfactorily completed and curricular entrance scores are achieved.

B-4 After exiting IMPACT, students will enter curricula at the introductory level.

B-5 IMPACT will be designed as a one-quarter academic program. Students who do not meet exit requirements will be able to repeat the program for an additional quarter. Students will remain in this level until prerequisite courses are completed and entrance scores are achieved.

B-6 Curriculum level students who are experiencing difficulties and/or are referred by their instructors will be able to attend IMPACT labs.

Cost:

Administration

Benefit:

Demonstrated increases in retention. Increases in faculty morale. Appropriate placement and student success.

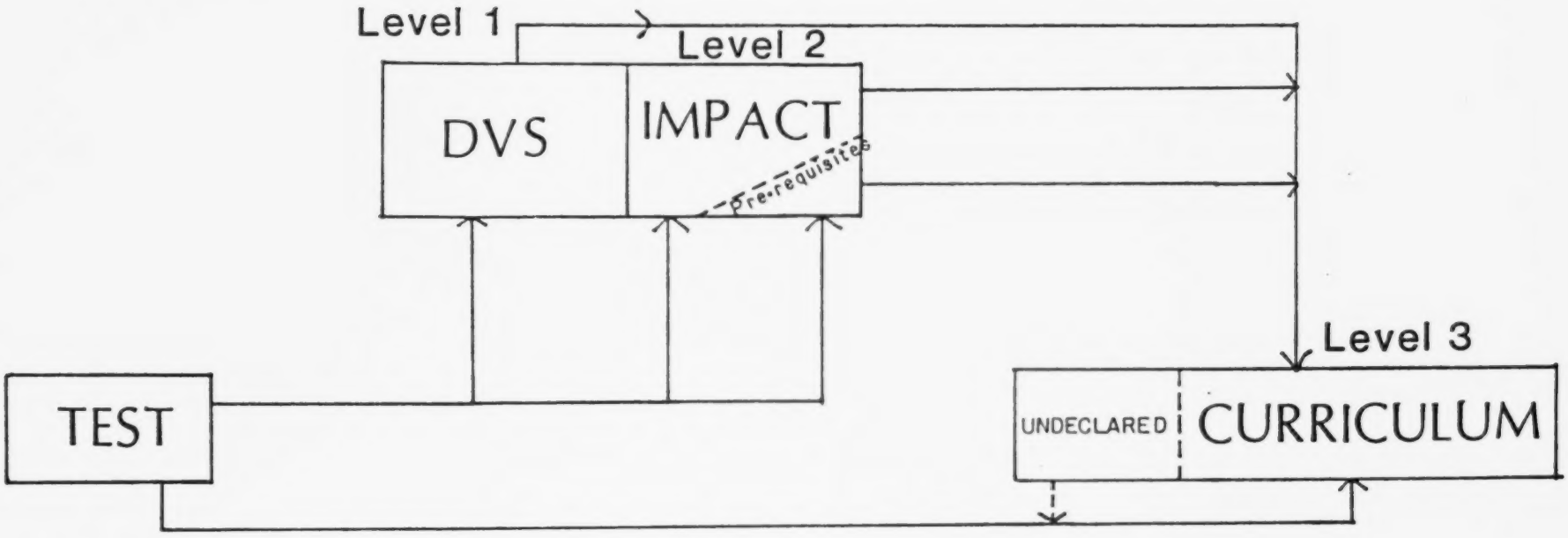


Table 2: Academic Placement Alternatives

Table 3: Organizational Chart of the Division of Educational Support Services

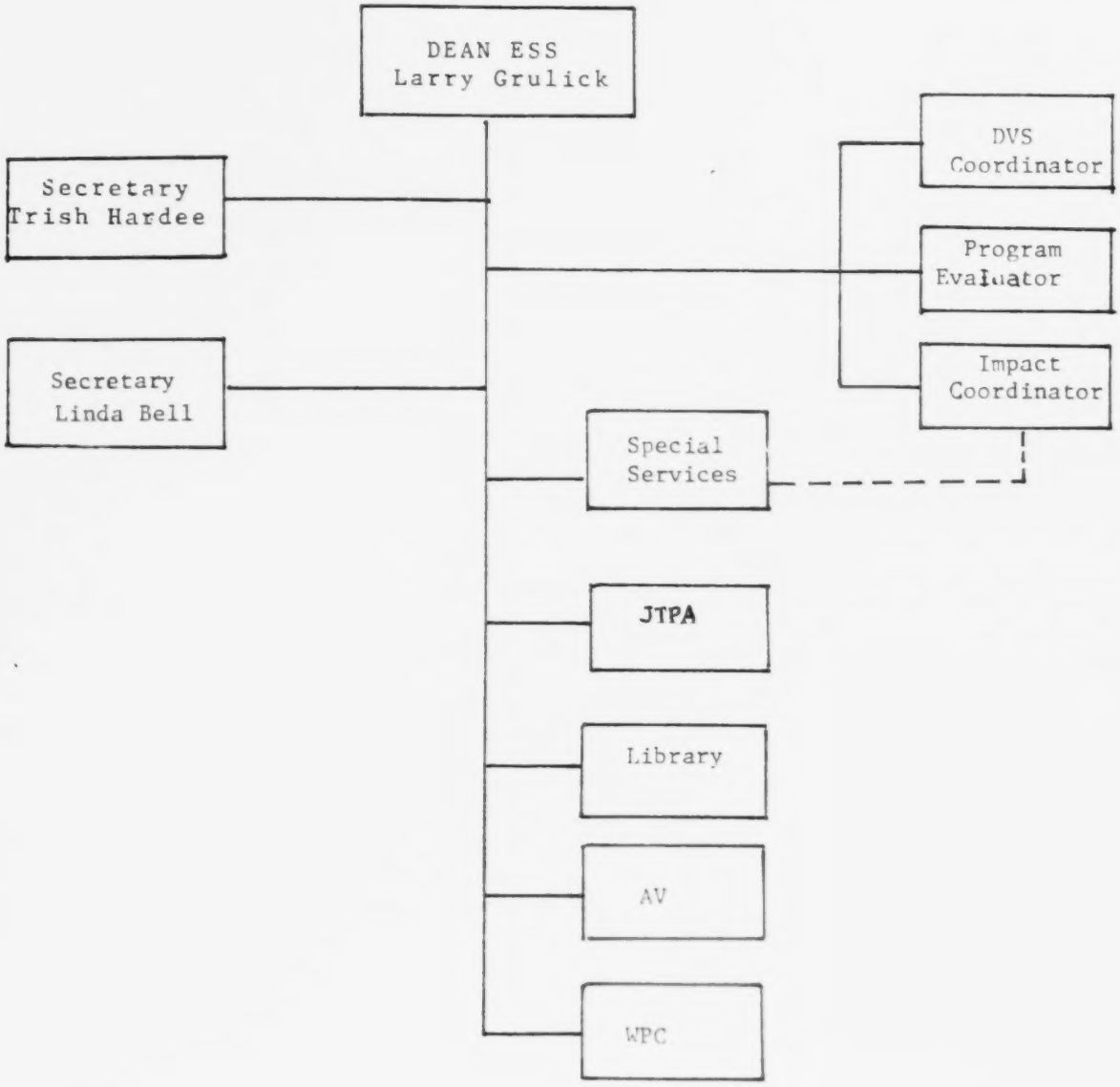


Table 4: Model Schedule for IMPACT Students

	M	T	W	Th	F
8:10 - 9:00	Communication Skills D/L	Communication Skills D/L	Communication Skills D/L	Communication Skills D/L	Communication Skills D/L
9:10 - 10:00		Communication Skills Ind		Communication Skills Ind	
10:10 - 11:00	Computational Skills	Computational Skills	Computational Skills	Computational Skills	Computational Skills
11:10 - 12:00	Personal Growth and Career Development	Personal Growth and Career Development	Personal Growth and Career Development	Student Activities	Personal Growth and Career Development
12:00 - 1:00	L	U	N	C	H
1:10 - 2:00	Supplemental Lab	Supplemental Lab	Supplemental Lab	Supplemental Lab	Supplemental Lab

D = Demonstration
L = Lecture
Ind = Individual Studies

STUDENT ASSISTANCE IN CURRICULA

Justification:

According to Friedlander (1980), students are not inclined to take advantage of a college's support programs and services unless they are convinced that availing themselves of these services will lead to future success. Accessibility alone is not enough.

To continue and expand the usage of supplemental instructional techniques which currently are being utilized in some courses of study at TEC, we recommend that the individually-guided studies program be used by students and faculty to enhance the educational process and that the library be utilized as a learning resource center, a development that would encourage cooperation among the programs and better utilization of annual funding to departments.

Student Assistance in Curricula

Goals

** To provide continuous and consistent monitoring of students.

** To provide high-risk/probationary students with additional academic help.

** To assist faculty in delivering a quality education to curricula students at TEC.

** To make modifications in a student's placement when success is affected.

** To expand professional growth experiences for faculty.

Objectives

A. To provide immediate assistance to students enrolled in curricula courses.

Strategies

A-1 All students enrolled in curricular courses who experience academic trouble can get help in the following ways:

* Attend the IMPACT learning lab for academic diagnosis and/or instruction in grammar, spelling, and writing; math fundamentals and algebra; study skills; reasoning; and reading essentials.

* Attend Special Curricular Labs/Assistance, e.g., nursing skills lab, accounting lab, help sessions for science courses.

* Be assigned a MAP advisor by divisional deans upon request of faculty, counselors, academic advisors, and/or student self-referral.

A-2 The library will continue to offer a special sequence of programs through English courses and/or by student request which are designed to familiarize the students with library resources as well as to increase library usage.

A-3 The library will continue to be utilized as a supplement to classroom instruction as needed, e.g., students could view course videotapes individually.

B. To provide faculty with additional opportunities for professional growth as instructors.

B-1 An on-going inservice program on concerns relating to teaching/advising high-risk students will be developed for faculty. A needs assessment could be utilized to identify topics, e.g., motivating high-risk students in the classroom, adjusting teaching methods to specific student needs, etc.

B-2 Intra- and interdivisional faculty meetings will be held on a regular basis to discuss teaching strategies and techniques that are successful with high-risk students.

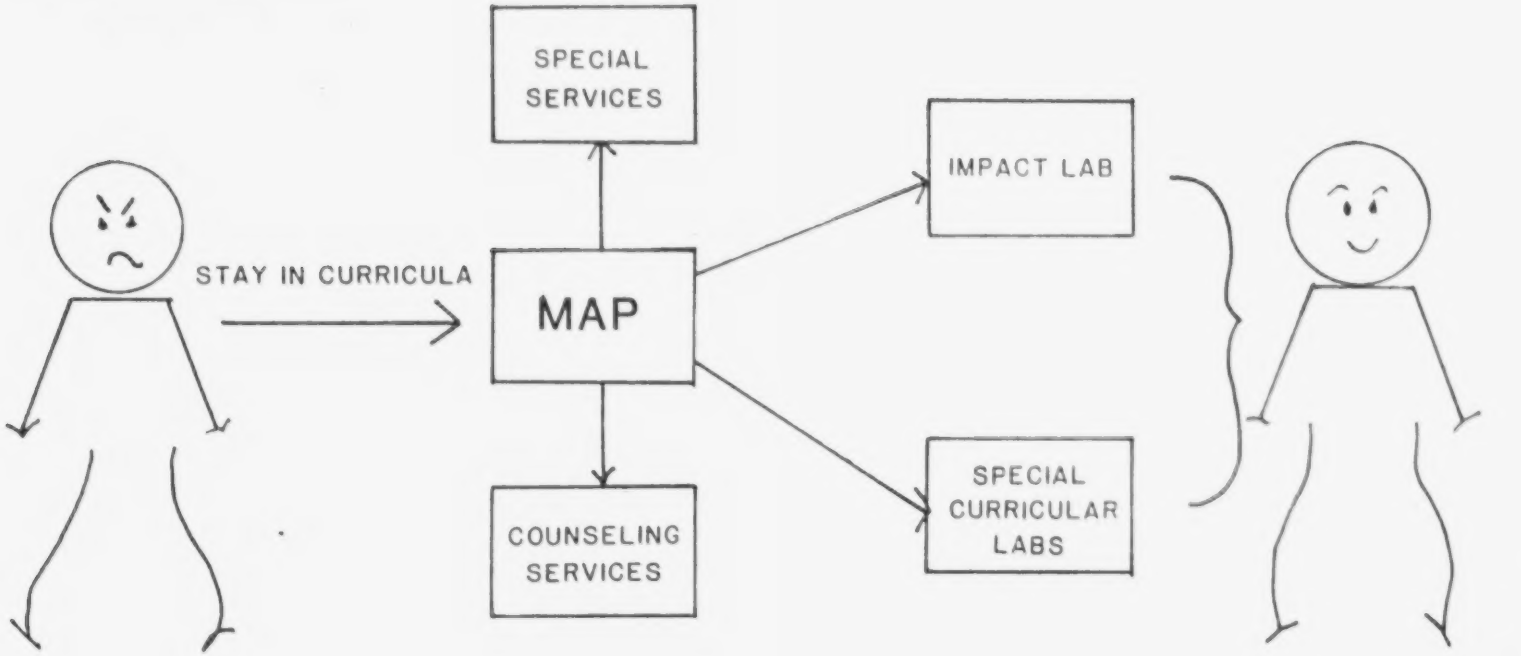
Cost:

Cost of consultants

Benefits:

Increase in faculty morale
Increase in retention; FTEs

Figure 1: Assistance Measures For Students in Curricula



PEER TUTORING

Justification:

In the majority of successful high-risk student programs, peer tutors are utilized in the following ways:

1. Support personnel in the classroom.

2. Resource persons supplemental to organized class.

3. Role models for high-risk students in survival skills and successful behavior.

Research at Los Angeles City College (Gold, 1980) substantiated that students who have peer tutors show higher rates of achievement than those who do not.

Two recent national studies have included peer tutoring as an element necessary to the success of a program for high-risk students (Burnham, 1983; Roueche, S., 1982).

Implementation:

We recommend that planning for a peer tutoring program include components of our own Special Services program, the peer tutorial programs at Guilford Technical Community College and Nash Tech. College in N. C., and the peer tutoring program at LaPierce College in California.

THIS SECTION WILL BE REVIEWED IN THE FUTURE FOR POSSIBLE IMPLEMENTATION WHEN RESOURCES ARE AVAILABLE.

Peer Tutoring

Goals:

** To provide assistance to students who need supplemental instruction.

** To assist instructors in meeting individual needs of students.

** To develop positive attitudes and learning strategies in high-risk students.

** To provide high-risk students with a personal relationship to TEC.

** To facilitate peer interaction in an academic atmosphere.

** To reward academically successful students.

** To increase self-confidence of participants.

Objectives	Strategies
A. To identify tutors who have completed target courses with grade A or B.	A-1 Potential tutors will complete an application form and be interviewed by the tutor coordinator.
	A-2 Faculty of target courses will approve potential tutors.
B. To train tutors.	B-1 Tutors will be provided with a two-hour workshop via a video-tape presentation on tutoring techniques.
	B-2 Tutors will have access to a resource library of texts on teaching strategies.

	B-3 Tutors will receive on-going assistance as needed.
C. To maintain a current file of possible tutors.	C-1 The coordinator will update of tutor files on a quarterly basis.
	C-2 Tutors will be evaluated by tutees and coordinator on a quarterly basis.
D. To offer tutoring services to 50 high-risk students who need supplemental instruction.	D-1 Participants will include those students who are recommended by instructors, counselors, and advisors. Students may also refer themselves as needs arise.
	D-2 Follow-up notice will be sent to target-course instructors for coordination.
	D-3 Tutoring sessions will be for one hour twice weekly.
E. To evaluate tutor program by having 80% of tutees complete target course with a grade of C or better.	E-1 Tutees' progress will be monitored in target courses.
	E-2 Program will be evaluated by instructors, tutors, and tutees.

Cost:	Benefit:
Administration $3.75/hour/tutee= approximately $3,000 for first year	Increase in student success. Decrease in attrition.

Auxiliary Services

Goals

** To increase retention of high-risk students.

** To provide auxiliary services/resources to high-risk students as needed.

** To continue to treat students as consumers.

Objectives	Strategies
A. To assist high-risk students in non-academic areas of specific needs.	A-1 Students need specific information about transportation and day care. Perhaps Student Activities could take a more active role in matching students with these services.
	A-2 Financial aid office will investigate ways to provide a larger number of students with financial grants/scholarships.
	A-3 The Development Office will investigate increasing available scholarships.
	A-4 Student Services will implement a comprehensive student activities program appropriate to the student population. Information from the College Planning Form could be utilized.
B. To help alleviate stress in high-risk students.	B-1 F/D TEC will continue to provide regularity in scheduling course and room-assignments, e.g., MWF, 10 am, Room 5209.
	B-2 F/D TEC will continue to have orientation for part-time faculty to ensure consistency in implementing policies and procedures concerning student matters.
	B-3 F/D TEC will continue to implement advanced course scheduling.

B-4 F/D TEC will arrange for personnel with HELP badges to be stationed at strategic places during the first day of class in order to guide students when needed.

C. To receive and incorporate student feedback systematically.

C-1 Students will complete course evaluations on a more regular basis. All courses taught by new part-time faculty will be evaluated. Student feedback will be utilized in planning and evaluation in the curricula.

C-2 Students will be requested to participate on committees and/or share their opinions on matters concerning them as college consumers, e.g., time/schedule changes, etc.

Cost:

No additional cost.

Benefit

Decrease in attrition.

Future Directions

The following recommendations are based on the F/D TEC data and on the research performed for this project. Although the suggestions are not feasible for the campus at this particular time, it is hoped that F/D TEC will pursue them in the future to enhance the educational opportunities for high-risk students attending the institution.

A. To streamline the matriculation process at F/D TEC.	A-1 F/D TEC is investigating the possibility of acquiring larger computer services. It is hoped that these expanded capabilities will be utilized to assist new students entering the college. For example, students may be able to receive immediate feedback from testing including college acceptance notification. They then could be advised, registered, and processed by the business office, thereby reducing the number of trips to campus prior to a student's attending classes.
B. To assist advising of students by initiating an on-going course sequencing system.	B-1 F/D TEC will investigate use of a computer program which will specify course sequence and possible curricular pathways. Such a system would give students a listing of courses completed, degree requirements remaining, potential alternative pathways, and information concerning transferring.
C. To facilitate supportive peer interactions by instituting a peer advising system.	C-1 The feasibility of instituting a college-wide peer advising system will be investigated. Peers could be utilized in the initial advising and orientation process. By these early peer interactions, a supportive relationship could be created with a fellow student on campus.
D. To investigate developing an adult basic education class.	D-1 F/D TEC and adults in the college's target population could benefit from an adult education class designed for meeting the special needs of those who must upgrade skills to complete trade programs successfully.

E. To enhance the current developmental studies program by focusing on holistic teaching processes and teacher-directed methodology.	E-1 F/D TEC will investigate the possibility of changing its current self-paced lab program, DVS, into an IMPACT, level one program. These classes could be developmental/remedial in nature emphasizing reading, reasoning, written and oral expression, college expectations, time management, attitudes, vocational/ career awareness, and math.

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APPENDIX A: IMPACT Communication Skills Course

General Competency Areas

* To develop and/or strengthen study skills to enhance learning and ensure success in the college environment

* To apply basic reading, writing, and grammatical principles of written English at levels established by the curricula

* To communicate effectively for success in the college environment and chosen career field

* To demonstrate proficiency in using standard reference/ resource materials at levels established by the curricula

Developed by Teresa P. Price

Study Skills

I. Competencies:

A. To demonstrate the ability to listen actively

B. To demonstrate the ability to follow directions

C. To demonstrate the ability to study effectively

D. To complete assignments timely and legibly

E. To develop skills in organizing, analyzing, and integrating information

II. Specific skills:

A. Notetaking/Dictation-Transcription

B. Previewing and marking (including underlining)

C. Recognizing definitions and examples

D. Enumerating

E. Recognizing headings/subheadings

F. Detecting signals/key words

G. Identifying main ideas/central thoughts

H. Outlining

I. Summarizing

J. Answering essay questions

Reading

I. Competencies:

A. To comprehend instructional material (texts, graphs, charts, tables, etc.) as required by curricula

B. To interpret, evaluate, and apply information

C. To demonstrate knowledge of basic vocabulary

D. To increase personal vocabulary

E. To identify and define unfamiliar words when reading college level material

II. Specific skills:

A. Literal comprehension skills

1. Isolating details and recalling facts
2. Determining sequence
3. Recognizing irrelevant information
4. Identifying causes and effects
5. Recognizing main idea or central thought and supporting details
6. Distinguishing general from the specific

B. Interpretive and evaluative comprehension skills

1. Drawing conclusions and predicting outcomes
2. Making inferences
3. Generalizing
4. Distinguishing between fact and opinion
5. Understanding figurative language
6. Making comparisons and contrasts
7. Recognizing literary forms and devices
8. Demonstrating awareness of character development
9. Analyzing author's technique including style, tone, mood, purpose, and point of view
10. Recognizing propaganda

C. Reading for specific purpose/information

1. Previewing/prereading
2. Skimming
3. Scanning
4. Paraphrasing
5. Summarizing
6. Handling specialized vocabulary/reading in the content areas
7. Reading newspapers/magazines
8. Following directions
9. Reading fiction
10. Reading visual (typographical) aides such as graphs, maps, pictures, and charts

D. Word analysis

1. Recognizing roots and their meanings
2. Detecting prefixes/suffixes and their meanings
3. Building constellations of words
4. Recognizing word classes
5. Building associations of words
6. Identifying the etymology of words
7. Distinguishing between denotation and connotation of words

E. Context clues

1. Detecting definition within passages
2. Detecting illustration within passages
3. Defining words through contrasting ideas within passages
4. Defining words through logic of passages

F. Language experience

Writing

I. Competencies:

A. To write complete sentences which are mechanically correct

B. To combine ideas using a variety of sentence structures

C. To express ideas clearly and concisely

D. To demonstrate the ability to choose the correct medium and level of formality for specified audiences and/or purposes

E. To investigate and apply the stages of composition from the assigned task to completion

II. Skills/Processes:

A. Improvement of personal writing vocabulary and spelling

1. Distinguishing between correct usage of homonyms
2. Distinguishing between confusing words
3. Eliminating trouble spots, e.g., double letters, silent letters, suffixes, etc.
4. Eliminating transcription errors by proofreading
5. Detecting correct spelling through careful enunciating
6. Developing a continued listing of personal "spelling demons" as a part of an English handbook compiled by each student

B. Application of grammatical principles and mechanics

1. Applying rules of capitalization and punctuation
2. Eliminating fragments and run-ons
3. Making subjects, verbs, and pronouns agree
4. Eliminating misplaced modifiers
5. Using parallel structure
6. Avoiding shifts in tense and person
7. Choosing active or passive voice appropriate for purpose
8. Using clear references to pronouns
9. Using correct pronoun case
10. Selecting appropriate word choices

C. Application of prewriting techniques

1. Freewriting
2. Journal writing
3. Brainstorming
4. Listing questions
5. Determining audience and purpose
6. Limiting material
7. Organizing material

D. Sentence writing

1. Compound and complex sentences

   a. Subordinating/Coordinating
   b. Linking words

2. Sentence combinings

   a. Adding or deleting information
   b. Using multiple embeddings

3. Sentence decombining/recombining

E. Paragraphing

1. Identifying and limiting topic
2. Determining how to support the idea
3. Organizing
4. Writing
5. Revising/Editing/Refining
6. Proofreading

F. Related skills

1. Distinguishing main ideas from supportive details
2. Recognizing irrelevant information
3. Ordering/sequencing
4. Identifying causes and effects
5. Distinguishing general from the specific
6. Making comparisons and contrasts
7. Generalizing
8. Summarizing

G. Brief reports/essays

1. Processing/sharing information from articles, pamphlets, etc.
2. Analyzing reading passages from texts
3. Interpreting visuals

H. Basic preparation for success in English courses required by specific curricula

1. Preparing for English 141 and English 181

   a. Auto-Diesel students
   b. Climate Control students
   c. Computer Data Processing students (English 181 and English 101)
   d. Criminal Justice students
   e. Engineering students
   f. Fashion Merchandising students (also English 119)
   g. Industrial Technology students

2. Preparing for English 101 and English 102

   a. Medical Lab Technology students
   b. Dental Hygiene students
   c. Nursing students
   d. Radiology students (English 101 and English 181)
   e. Respiratory Therapy students

3. Preparing for English 120

   a. Direct Care students
   b. Dental Assisting students
   c. Surgical Technology students

4. Preparing for English 118

   a. Human Services students
   b. Business Accounting
      (in addition to English 101 and English 181)
   c. Paralegal
      (in addition to English 101)
   d. Marketing
      (in addition to English 101 and English 181)
   e. Secretarial Science students
      (in addition to English 141 and English 125)

Oral Communication

I. Competencies:

A. To demonstrate the ability to express ideas orally by using simple, concrete, and specific language and proper syntax in order to promote clarity

B. To become word-conscious in order to improve vocabulary and enunciation

C. To make adjustments in individual language style to fit the unique demands of varied situations, occasions, and audiencies

D. To develop an awareness of how our language habits affect and influence behavior (general semantics)

E. To develop poise and confidence in informal speaking situations

II. Specific skills/Strategies:

A. Participating frequently in daily discussions

B. Reading aloud with variations in tone, pitch, and volume to promote and maintain the listeners' interest

C. Detecting and eliminating mannerisms in speech which detract from listeners' attention

D. Listening critically to good readers and speakers for enunciation and style

E. Roleplaying in order to analyze the modifications in oral communication which are required for different contexts (places, times, occasions, and participants)

F. Developing "punctuational" devices in speaking by using non-verbal behaviors

G. Preparing and presenting at least 2 formal oral presentations in either the extemporaneous mode (with notes or outline) or manuscript mode (reading)

Resource/Reference Skills

I. Competencies:

A. To utilize effectively the standard resources available for reading, writing, and language improvement, e.g., the dictionary, the thesaurus, etc.

B. To demonstrate the ability to use the library resources to enhance learning and facilitate successful completion of assignments, e.g. journals, newspapers, documents, almanacs, a.v. materials (tapes, films, microfilm), encyclopedias, yearbooks, and statistical and biographical sources

C. To utilize the card catalogue and standard guides or indexes of books and periodicals in the library

II. Specific skills:

A. Dictionary skills

1. Using as an aide for spelling
2. Using for meaning
3. Using as an aide in syllabication and pronunciation
4. Detecting principal parts of irregular verbs
5. Detecting plural forms of irregular nouns
6. Selecting the appropriate entry from several with identical spelling
7. Understanding usage labels
8. Using as an aide for abbreviations
9. Using for etymology of words

B. Thesaurus

1. Using as a tool to facilitate proper word choice for more precise writing
2. Using to build relationships among words, i.e., synonyms, antonyms, and selective meanings

C. Reference skills

1. Recognizing key words
2. Using reasoning skills such as distinguishing between relevant and irrelevant information, deduction, generalizing, etc., to locate library resources to secure specific information
3. Detecting the organization of resource materials
4. Using scanning techniques to search for information rapidly and effectively
5. Using the comprehension skills necessary to secure specific information after resource materials are located
6. Summarizing
7. Noting a source in correct bibliographical form (either M.L.A. or A.P.A.) as preferred by specific program instructors

D. Location and use of specialty periodicals and professional publications which are relevant to specific curricula, specifically:

1. Agronomy

Agronomy Journal
Agricultural Research
Cotton Grower
Crops and Soils
Farm Journal
Farm Show
Horticulture
Kiplinger Agriculture Letter
Peanut Farmer
Progressive Farmer
Successful Farming
Tobacco Farmer
U.S. Farm News

2. Auto-Diesel

Automotive Engineering
Automotive News Weekly
Car and Driver
Diesel Equipment Superintendent
Motor Magazine
Motor Trend
Road and Track

3. Climate Control

Air-Conditioning, Heating, and Refrigeration News
Heating, Piping, and Air-Conditioning

4. Computer Data Processing

Creative Computing
Computerworld
Personal Computer
P.C. World

5. Criminal Justice

Journal of Security Administration
Law and Order
Police Chief
Security Management
Security World

6. Dental Hygiene and Dental Assisting

American Dental Association Journal
Dental Abstracts
Dental Assisting
Dental Hygiene
Dental Management
Journal of Dentistry for Children
Journal of Periodontology
Journal of Public Health Dentistry
Special Care in Dentistry

7. Engineering

American Machinist
Architectural Record
ASTM Proceedings
Civil Engineering
Electronic Design
Electronic News
Electronic Week
Electronics
Engineering News Record
High Technology Machine Design
Manufacturing Engineering
Robotic Engineering
Scientific American
Solar Engineering and Contracting
Welding Design and Fabrication

8. Fashion Merchandising

9. Human Services

10. Industrial Technology
Aircraft Maintenance
Aviation Technology

Aircraft Engineering
Aviation Mechanics Journal
Aviation Space
Aviation Week and Space Technology

Machine Tool and Die

American Machinist
Machine Design
Machine and Tool Blue Book

11. Marketing/Accounting

Business Week
Dun's Business Month (advanced)
Forbes (advanced)
Harvard Business Review (advanced)
Kiplinger Washington Letter
Newsweek
New York Times
Small Business Report
Supervisory Management
U.S. News and World Report
Wall Street Journal

12. Medical Lab Technology

Family and Community Health
Family Health
Modern Health Care
Newsweek
Prevention
Time and Life Health Series

13. Nursing

American Journal of Nursing
American Journal of Maternal Child Nursing
Nursing '86
Nursing and Health Care
Nursing Management
N.N.

14. Radiology

15. Respiratory Therapy

American Review of Respiratory Disease
Heart and Lungs
Respiratory Technology
Respiratory Therapy

16. Secretarial Science

Inside Word Processing
Modern Office Technology
Office Management
Office Professional
Today's Secretary
Workstyle (Kelly publication)

17. Surgical Technology

American Journal of Medical Technology
Surgical Technologist

E. Use of the following standard guides and indexes to locate books, periodicals, pamphlets, etc. in a specialized area of study:

Applied Science and Technology Index
Biological and Agricultural Index
Business Periodicals Index
Cumulative Index to Nursing and Allied Health Literature
Index to Dental Literature
New England Journal of Medicine Five Year Index
Reader's Guide to Periodical Literature
Sheehy's Guide to Reference Books
Vertical File Index

APPENDIX B: IMPACT

Communication Skills (10 Cr.) Course Outline

Course Description: The purpose of English 163 is to prepare each student for admittance to his/her curriculum and to enable the student to develop the skills necessary for successful completion of his program. The student enrolled in English 163 will strengthen his/her study and communication skills as well as basic reading, writing, and applied grammatical principles of written English which are integrated at a level established by each curriculum. A resource/reference component is included to familiarize the new college student with the library and to maintain the student's interest in his/her program of study.

Course Requirements: Each student will be expected to be competent in the following areas to complete the course successfully:

- Study skills
- Literal comprehension skills
- Interpretive comprehension skills
- Evaluative comprehension skills
- Reading for specific purposes
- Word analysis
- Context clues
- Word usage and selection
- Personal spelling improvement
- Familiarization with and usage of general spelling rules for new words
- Prewriting techniques
- Sentence writing and combining
- Paragraph development
- Application of grammatical principles and mechanics
- Attention to purpose and audience
- Reporting/Essay writing
- Use of standard resource/reference material in the library
- Use of guides and indexes in the library

Competence will be achieved through completion of assigned classwork and homework, attendance of 90% of class meetings, additional work in the supplemental lab, and 80% mastery of the skills listed above.

Procedure: Each student will be tested on all competencies/skills. The test for each skill will be administered when the student feels the skill has been mastered (only after instructor has introduced the skill). Each student must pass each skill test with a score of 80 or above. If a passing score is not achieved, the student will be required to study assigned materials in the supplemental lab before being retested.

Method: Classes will be small (approximately 15 students), and all instruction will be teacher-directed. Short lectures to introduce skills will be followed by small group and/or individualized instruction, at which time students will receive additional help on a one-to-one basis as needed.

Materials for the Course:

1. Texts: Reading Skills Handbook, Weiner/Bazerman; 1982, Houghton Mifflin.
   Sequence: A Basic Writing Course, 2nd edition, Rory Stephens; 1986, Holt, Rinehart, and Winston.

2. Large loose-leaf notebook for developing a personal English handbook

3. Loose-leaf paper

4. Pocket dictionary (available in bookstore)

APPENDIX C: IMPACT

Computational Skills Sample Course Outline

For

Dental Hygiene (5.0 cr.)

(A separate outline has been developed for each curriculum.)

Math Entrance Requirements into Dental Hygiene Curriculum. Student must have completed one year of algebra on secondary or post-secondary level with a minimum grade of "C." Student must score a minimum of 700 on SAT or 5 on CPP.

Math Curriculum Course: MAT 136, Statistics I.

Computational Skills Course Description: The purpose of this course is to prepare the student for admittance into Dental Hygiene Curriculum in the following ways: it will give the student skills in arithmetic and geometry necessary for success in MAT 100, Introductory Algebra. It provides necessary background for success in MAT 136. It will enable the student to improve score on the mathematics part of the SAT or CPP.

The course will consist of the following competencies, any of which may be exempted by pretest. Each competency, with the exception of Unit 9, is supplemented with problems related to health occupations.

Unit 1	Adding Whole Numbers
Unit 2	Subtracting Whole Numbers
Unit 3	Multiplying Whole Numbers
Unit 4	Dividing Whole Numbers
Unit 5	Multiplying and Dividing Fractions
Unit 6	Adding and Subtracting Fractions
Unit 7	Adding and Subtracting Decimals
Unit 8	Multiplying and Dividing Decimals
Unit 9	Percent
Unit 10	Ratio and Proportion
Unit 11	Using Percent
Unit 12	The Metric System
Unit 13	Geometry of Straight Lines
Unit 14	Geometry of Circles
Unit 15	Combined Operations
Unit 16	Preparing for Algebra: Order of Operations
Unit 17	Preparing for Algebra: Equations
Unit 18	Positive and Negative Numbers

Materials Needed

1. Text: Basic Arithmetic; Ross Brown; 1985, Scott Foresman and Company.
2. Handout of Applied Problems.
3. Calculator. This may be used after the completion of Unit 8.
4. Pencils. All work must be done in pencil.
5. Computer software will be provided for additional drill if necessary.

Developed by Anne Zeigler

Procedure:

Student will take a comprehensive diagnostic test to determine the units which may be omitted. A pretest on each required unit will then be taken. If the pretest score is less than 80, the student will receive direct instruction on the content, complete the unit in the text, complete the applied problems for health occupations, and use CAI as directed by the instructor. At completion of the unit, the student will take a posttest, and proceed to the next required unit if a minimum score of 80 is achieved. If score is less than 80, student will be required to study additionally assigned materials in the supplemented lab before retest.

APPENDIX D: IMPACT

Personal Growth and Career Development (4.0) Course Outline

Session	Topic
1	Introduction to course, class requirements, etc.
	Study Skills:
1	Creating the conditions for success
2	How learning takes place
2	Habits that help you learn
3	Formula for effective study
3	Ways to improve your learning
4	Managing your time; assignment
5	Test taking strategies
	Mental Skills:
6	Thinking Skills:
6	Definition types and range of choices
7	Tools and rules; assignment
7	Finding patterns
8	Cause and effect
8	Hypothesis testing
9	Relevance of information
9	Risk taking
10	Organizing/classifying information
11	Sequence/order things happen; assignment
11	Pitfalls to clear thinking
	Planning Skills:
12	Arranging problems by importance
12	Deciding what caused a problem
13	Deciding on something to do
13	Setting a goal; assignment
14	Decide on your abilities
15	Gather information
15,16	Making a decision
16	Concentrating on a task
	Career Planning Skills
17,18	Self assessment process
19,20	Career Search, assignment
	Personal/Creative Living Skills
	Intrapersonal Skills:
21,22	Self awareness; assignment
22	Personal development
23	Relating to others
	Interpersonal Skills:
23,24,25,26,27	Building and maintaining relationships; assignment
28,29,30,31	The communication process
32,33,34,35	Assertion skills; assignment
36	Conflict management/resolution
37	Group interaction
38	Group decision making
	Career/Life Management Skills:
39	Manage your life style; assignment
39	Adapting to changes in life and career
40,41	Stress management
42,43,44	Creative problem solving; assignment

Developed by Billie Glover

Student Information Sheet
Psychology Class

Course Description: The course is designed to assist students as they develop specific skills that may enhance the development of their academic and personal growth. During small group interaction, a structured learning approach is used to introduce and practice academic and personal living skills. The specific skill areas include study skills, time management, thinking skills, planning skills, setting life/personal goals (esp. career or academic), intrapersonal skills, relationship skills, social skills, communication skills, assertion skills, and stress management skills.

The class meets an hour a day, four days a week during each quarter and carries four (4) credit hours.

Materials: Students are not required to purchase a text. Materials are provided by the instructor. Students are expected to supply those materials needed for class work, note taking, and class assignments.

Grading Policy: Students either pass or fail. Three components comprise the grading process: attendance, classroom participation, and assignments. Students must attend and participate during 90% of the schedule sessions and must satisfactorily complete 80% of their ten (10) assignments in order in receive a passing grade.

Attendance Requirement: Based on the design of the course content and the interactive nature of the sessions, there is an emphasis on class attendance. An example of the 90% attendance requirement for a passing grade follows. Assuming a quarter includes ten (10) weeks of instruction, there would be 40 sessions that quarter. A student must attend at least 36 sessions in order to pass the course.

Expansion of First Content Area

STUDY SKILLS

Creating the conditions for success:
- Emphasis on results-productivity, master the basics
- Importance of positive attitude-will to learn, develop good habits, self-control
- Active learning-involvement with material, flexibility
- Concentration-internal, external distractions
- Take control-develop initiative, goal is independent learning
- Find your approach-when, where, how to study
- Need for self-awareness-assess academic strengths & weaknesses
- Need for organization
- Learn about your instructors

How learning takes place:
- Information processing
- Sensory intake-see and hear w/o memory or learning --- not studying
- Notice --- short term memory, organize & comprehend --- long term memory

Habits that help you learn:
- Regular time and place, few distractions
- Notice, pay attention, intend to remember
- Increase eye span, decrease fixation time, concentrate on comprehending
- Pause regularly, use "state" step to check comprehension
- Read simple material fast, difficult slower
- Distributed practice-use several short study periods, not long duration or massd

Formula for effective study

Preview			Survey	
Question			Question	
Read	(PQRST)	or	Read	(SQ3R)
State			Recite	
Test			Review	

Ways to improve your learning:
- Note taking
- Outlining
- Underlining
- Summarizing
- Listening

Managing your time:
- Make time chart, examine priorities
- Discover your best performance time
- Length of study periods-physical and psychological limits
- Momentum, order of studying various subjects
- Plan time realistically
- Rituals
- Make and keep schedule
- Develop productive habits; organize, study environment, have a system

Test-taking strategies:
- Prepare
- Handling the different types of test questions

APPENDIX E: Philosophy of the Personal Growth and Career Development Course
A Pretechnical Curriculum for Self-Empowerment

A helpful exercise is to reflect for a moment and picture those technical/college students who enroll in remedial classes. When they enter the courses, they usually have a background that is marked by time away from studies or insufficient preparation in the subject areas. Their previous classroom experiences probably have been frustrating. Many feel that they have been talked at, or talked down to. At some point they stopped participating in their own education, and it has been a long time since they engaged in satisfying intellectual dialogue. These students are often reality bound and find it difficult to build concepts involving experiences which they have not had. They work; some raise families; they may live close to a larger city, but their experience is basically rural or suburban.

There are certain life management skills that remedial students seem to need. The problem of the vanishing student and the explanation that high-risk students are not internally motivated to complete material (which they see as a blockage as much as a stepping stone) illustrate the need for skills other than academic. By treating the symptoms, remediation forgets the special needs of these students. Most fear school. Most dislike writing courses. They have considerable difficulty in adapting to and coping with the college environment. Many have problems at home that keep them away from classes. Others simply attend to receive paychecks. Some are women returning to school after their children are grown. Some are the result of the erosion of

America's economic position and have been forced to suddenly change occupations and lifestyles. Filling the remaining seats are recent high school graduates who have taken a qualifying exam and been labeled "non-traditional".

This is a wide and varied group of students. They generally feel bad about themselves and view their placement in a pre-college course as a failure or a sign that they are "stupid." Self-concept is very low. There is a strong reciprocal relationship between a positive self-concept and scholastic success. If remedial students lack self-confidence in their ability to succeed, they often feel inadequate as human beings, suffer from feelings of rejection and powerlessness, and are convinced that they cannot succeed (See Table I). Remedial students have developed "failure syndromes". These students need to be in an environment where they can succeed, an environment where self-concept development is as important as skills development or content mastery.

This course offers that type of environment. The sessions follow the format of a structured small group experience founded on the assumption that something is right and good about each person. People most effectively actualize their own giftedness by working with what is right or what can be developed. Positive feedback is of primary importance during sessions because of its success in self development, generating change and maximizing potential. The sessions are geared toward (1) increasing the student's self-awareness, (2) providing an arena for growth, change and self-understanding, and (3) building skills and experiences in areas that both directly and indirectly increase the student's capacity to succeed in post-secondary programs.

Constructive participation in the educational process requires some skills in dealing with the environment in which learning takes place. In recent approaches, this realization has meant a shift to an emphasis on skill building. Deficiencies in social and planning skills and in the ability to deal with stress, feelings, and aggression represent major sources of conflict with peers, teachers, and authorities. Increased competence in these areas can pave the way for a better education and help students develop coping skills and confidence in their own abilities so that they can benefit from education. The course uses this concept in the form of a skill training approach called structured learning. This approach is designed to teach specific skills that relate to personal and interpersonal tasks, school-related tasks and daily success tasks.

In summary, the course is a psychoeducational intervention which uses a structured small group setting to accomplish the following basic goals:

(1) the development of a group identity among students

(2) a clarification of values leading to an understanding of the role of college and further education in each student's life

(3) the setting of short-term and long-range goals, focusing primarily on goals of an educational, social, or personal sort

(4) an examination of personal strengths

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